



Content Expectations for Social Studies

The content expectations for social studies will be divided into two separate projects: K–8 Grade Level Content Expectations and High School Content Expectations. Work, to both revise previous iterations of the K–12 Content Expectations for Social Studies and develop new content expectations so as to meet the graduation requirements of the Michigan Merit Curriculum, will be done throughout the 2006-07 school year.

Mr. Stan Masters, on loan to the Michigan Department of Education's Office of School Improvement from the Lenawee Intermediate School District, is leading the development of the K–8 GLCE. The committee, comprised of teachers and educators from both local and intermediate school districts, began meeting in mid-November. These dedicated professionals are:

- P. Kathryn Russell, Marquette Public Schools
- Cindy Bloom, Comstock Public Schools
- Jerry Givan, Detroit Public Schools (invited)
- William Weir, Detroit Public Schools
- Michael Federspiel, Midland Public Schools
- Rebecca Bush, Ionia Intermediate School District
- Kelly Gaideski, Berrien County ISD
- Tom Costello, President MCSS (invited)

Mr. Masters shared with the committee the results of interviews he had with Michigan State University faculty Dr. Janet Alleman, Dr. Jere Brophy, and Dr. Anne-Lise Halvorsen soliciting their views on cultural universals and expanding environments. Discussion in the committee has focused around the following Achieve criteria: rigor, clarity, specificity, focus, progression, and coherence as it relates to the grade level content expectations.

The following represent concrete decisions made by the K-8 Content Work Group that support the criteria from Achieve:

1. Existing grade level organization that uses the "expanding environments" or "expanding horizons" framework will be honored by the grade level content expectations, as it relates to the disciplinary **rigor** necessary for the next grade level.
2. The grade level expectations will hang on the Michigan Curriculum Framework Social Studies Content Standards, as well as other standards that are added in World History. These standards provide the widely understood **clarity** in the social studies community.

This statement represents a decision that provides direction for the work around the criteria from Achieve:

3. The grade level expectations will include **specificity**, including examples that strongly convey the level of performance found in the expectations.

These statements represent continued dialogue for work around the criteria from Achieve:

4. Integration of disciplinary content (history, geography, civics, and economics) and disciplinary processes (inquiry, public discourse/decision-making, and citizen involvement) are necessary to **focus** the priority of the expectations at each grade level. Use of essential questions and key concepts/enduring understandings will help determine what is essential and what is not.
5. Vocabulary lists and clarification documents provide support for an entire set of K-12 expectations, enhancing **progression and coherence**. **Relationships** between content areas can be addressed in the format of the listing of expectations. The spiraling of content and processes from simple to complex, and concrete to abstract, should embrace the **relevancy** needed for school, work, and college.

During the K-12 document development process, content expectations will be coded by the appropriate type of assessment – statewide/large scale or formative classroom/ongoing. They will be built on the Michigan Curriculum Framework (MCF) Standards. However, it is acknowledged that there may be new standards added to the MCF to better represent World History & Geography, and that the existing standards may need to be adjusted to meet current research in the field.

Bob Bain, Ph.D., History and Social Science Education, University of Michigan, on loan to the Michigan Department of Education's Office of School Improvement, is spearheading the development of high school content expectations for U. S. History and Geography, World History and Geography, Civics, and Economics. The following dedicated professionals are a part of this committee:

- Craig Benjamin, Ph.D., Grand Valley State University
- Jeffrey Bernstein, Ph.D., Eastern Michigan University
- Hal Friedman, Ph.D., Henry Ford Community College
- Marc W. Kruman, Ph.D., Wayne State University
- Russ Olwell, Ph.D., Eastern Michigan University
- Pam Sayre, Ph.D., Henry Ford Community College
- Joseph P. Stoltman, Ph.D., Western Michigan University
- Karen Pojha, Career and Technical Education, DLEG
- John Davidek, Flint Public Schools
- Jessica Cotter, Holt Public Schools
- Vivian Johnston, Bloomfield Hills Schools
- Bill Strickland, East Grand Rapids Schools

In addition, the following University of Michigan graduate students, all of whom are scholars of teaching and learning history, civics and social studies and have had secondary teaching experience, are assisting the committee as staff.

- Lauren McArthur
- Tammy Shreiner
- Brett Levy
- Drew Ciancia

Dr. Bain and the committee will draw upon national documents and standards from other states to inform the work of the committees. A synthesis of standards from nine other states has been compiled and is being used as a resource for the committee. In addition, previous draft high school content expectations in the areas of Civics, Economics, U.S. History, and Geography, feedback from other field and national reviews, and committee work will be used as resources.

Both groups will work collaboratively to provide consistency and coherence throughout the K-12 document and will follow curriculum development protocols established by the MDE. Within the schedule of development both Dr. Bain and Mr. Masters will convene "focus groups" to review the work during the month of February, prior to a statewide web review. As development information becomes available, periodic updates will be provided.

It is anticipated that web review of the K–12 GLCE would be available after the April State Board of Education meeting when the initial drafts would be presented. The final K-8 Grade Level Content Expectations for Social Studies and the High School Content Expectations for U.S. History and Geography, World History and Geography, Civics, and Economics will be completed as one K-12 document and presented to Superintendent Flanagan with a request for State Board of Education approval in July 2007.

Once the expectations are approved, they will go into effect the following year. For example, if the expectations are approved in 2007, they will go into effect with the 2008-2009 school years.

All official communications with regards to these two projects will be done by the Office of School Improvement. If you have questions regarding the Social Studies Project, please contact Betty Underwood at underwoodb@michigan.gov.